

# School Activities



Flag Raising Ceremony—Okmulgee High School, Okmulgee, Oklahoma



Outdoor Student Pep Rally—Lawrence High School, Lawrence, Kansas

# **Your Student Council Needs— THE STUDENT COUNCIL**

By **HARRY C. McKOWN**

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**330 WEST 42nd STREET**



**NEW YORK, N.Y.**

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# School Activities

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Vol XXX, No. 8

April, 1959

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1041  
New Hampshire Street, Lawrence, Kansas. Single copies 50 cents. \$4.00 per year.

Entered as second class matter at the post office at Lawrence, Kansas, under the Act of March 31, 1879.

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# *As the Editor Sees It*



Next summer's student council workshops are already being planned. Personally, we hope that every one of them will include a "library period" ("study period" is accurate, but a bit less attractive) as a regular part of each day's schedule. Probably the best period is the last one in the morning (say 11-11:45) following the general session and the group meetings.

This is not a loafing or a committee-meeting period but one in which delegates (and sponsors) examine, read, and study pertinent books, bulletins, magazines, school programs and exhibits, and other materials. (See page 253 for a suggested list.)

A couple of officially appointed librarians (teachers) organize and promote the use of these materials. A suitable room is easily available in any workshop setting.

Usually, delegates are allowed to borrow material at the end of the day for overnight use, provided it is returned before the opening session next morning.

Said a highly respected coach, "One of the things we are supposed to teach boys is emotional control and we certainly cannot do this if we constantly question officials' decisions by running out on the playing floor, jumping up and down on the bench, or ranting and raving as though we were out of our minds."

How right! Who's to blame for such childish actions, the coach? Nope, the school's administration which employs him—as a "teacher"—pays him, and, supposedly, supervises him.

"Scoreless First Half in Basketball," ran a recent newspaper headline concerning a game between two UNIVERSITY teams—Alabama and Kentucky. PHOOEY! The spectators should have demanded the return of one-half of the admission fee.

"This isn't even basketball," said Governor Chandler (despite his team's win). "It should be outlawed."

"This sort of thing," warned Coach Rupp,

"will empty coliseums faster than good coaching will fill 'em."

We like the idea of a late-spring "sub-freshman day" (or call it what you will) in which next year's freshmen come as guests of the school for the day. Some schools combine this with their annual "Awards Assembly."

The sub-freshmen—generally suitably greenhatted—march into the auditorium, sit in a prominent place, and are officially welcomed by an appropriate assembly program.

Later, their individual hosts take them to classes, introduce them to students and teachers, provide lunch, and help them to enjoy a suitable recreation period—all for the purposes of acquainting them with their new school and developing their anticipation of being a part of it.

This is an excellent project for the student council to organize, promote, and handle.

Mr. Van Pool of the National Association of Student Councils tells us that at present only three states do not have a state association. One of these, Nevada, is now planning to organize. That will leave only two unorganized—Washington and Utah.

"A student who is interested in activities does not usually need discipline. Wholesome interest is the key to happiness in and out of school." So said a superintendent of schools in explaining the place of extracurricular activities to his P.T.A.

What has been your experience along this line. Why not write it up for our readers?

Time now for the usual outside activities—hiking, bicycling, driving, camping, fishing, hunting, swimming, etc., and hence time for an appropriate and vigorous program of SAFETY education through assembly, home room, and club programs, newspaper, exhibits, motion pictures, posters, exhibitions, demonstrations, dramatizations, and other media.



*An account of how the assembly program regulations and practices in one high school compare with others, according to survey; and an illustrative program.*

## The School Assembly Program

**T**HE ASSEMBLY PROGRAM IS A POTENTIAL for education by "doing." Many benefits accrue—among them: Learning to work together, fusion of ideas, recognition of the good of the group over the desires of the individual, unselfishness—some star because of special abilities, while others work quietly in the background filling a necessary niche which may bring little credit, and in short, satisfactory and acceptable communal living.

A well-planned assembly program that covers the school year should include opportunities for: Unifying the school by allowing almost all groups to perform for the student body, thereby making each a part of the whole; integration of each part into a whole, as well as the unification; motivating and supplementing classroom work; instilling commonly desired ideals and virtues; widening and deepening student interest; inspiring worthy use of leisure time; public recognition of worthwhile achievement; developing the aesthetic sense of the student; developing self-expression; emphasizing correct audience habits; correlating school and community interests; and promoting intelligent patriotism.

Not every assembly will encompass all of these values, but the program should be planned so that some time during the year, each one will have been stressed. The above list was taken from McKown's book, "Extracurricular Activities".

### Our Cover

The upper picture shows Boy Scouts raising the American Flag while the band plays the Star Spangled Banner preparatory for an athletic contest or some other event at the stadium of Okmulgee High School, Okmulgee, Oklahoma. Scouting is among the many activities in which students at Okmulgee High School participate. Like many other high schools, various activities add much to the education and development of the students.

The lower picture shows the students of Lawrence High School, Lawrence, Kansas, participating in a pep rally preceding one of their interscholastic athletic events. The school boasts of well-trained and spirited cheerleaders, a large organized girls' pep club, and an enthusiastic student body. The Lion is their mascot. The sports program is one of many, many activities in which the students participate.

**PATRICIA McCOLLUM**  
*Sparks High School*  
*Sparks, Nevada*

In a study of 389 high schools, conducted by James H. Whitlock, Tennessee Legislative Council, Nashville, Tennessee, several aspects were studied.<sup>1</sup> It might be interesting to discuss these facts in relation to our local practices.

The most outstanding factor was the lack of uniformity concerning assembly programs and their use. First the frequency of the assembly was discussed. Only three schools reported a daily assembly, and only thirteen held assemblies less than once a month. The remaining schools had assemblies only once a month.

Sparks (Nevada) holds an assembly every two weeks, so the school would not be in that category. Sparks High School belongs to the group of 124 schools which arrange time for the assembly by shortening periods. Every other time the third period is used, and the next the seventh, or last period of the day.

The local high school rehearses outside of school hours. No class time is given to preparation of the assemblies. Twenty-eight per cent of the schools studied followed this practice. The length of the assembly period was completely variable. Only 4.7 per cent had assemblies less than thirty minutes in length.

Sparks High School schedules forty-five minutes, fifteen minutes of which is used for student body business, and the last thirty minutes are then turned over to the group responsible for the assembly. Friday is the day usually chosen for holding the assembly here. In the national study, Wednesdays and Fridays seemed to be the favorite days.

Along with the majority of the schools studied, 83 per cent of them, Sparks High School has an assembly calendar that is planned in advance. Here the schedule is formulated by the Student Council. Classes and organizations are given the responsibility of the assemblies, with approximately four assemblies given by the National Assemblies Inc., in addition. These four assem-

<sup>1</sup> "Organization and Administration of the School Assembly," SCHOOL ACTIVITIES, May, 1957.

blies have an admission charge of ten cents. This is the only charge in any of the assembly programs given locally.

Although not the trend in the national study, the students of Sparks are not required, at least, as far as a roll call, to attend the assemblies. The matter is optional with them. Student seating arrangement is by classes in the local high school. This coincides with the 152 schools or the 39 per cent who have such a policy. In Sparks all teachers attend the assemblies as a matter of course.

An example of the type of assemblies given in Sparks was one given by the Future Homemakers of America, the writer's area of interest. The date was assigned by the Student Council when the year's program was formulated.

Plans for the program were then discussed in the open F.H.A. meeting, after which the chapter president appointed a committee to plan the theme. (The committee were almost all volunteers as the girls like to do this work.) From then on the matter became the responsibility of this committee. They then decided on the theme of the program and cleared it with the adviser. All practice and preparation was done outside of class time.

The assembly, as finally presented, opened with a mother and father and several children looking at their Christmas cards. This group talked about the Christmas messages, friends, cards from foreign lands, cards from far away friends, and so on.

In the background were three tableaux in frames representing large Christmas cards: (1) A snow scene with snow fairies skating; (2) A Christmas tree surrounded by gaily costumed skiers; and (3) Carol singers in a Dickens type setting. The setting, costumes, and dialogue were most effective. Each card was discussed thoroughly before the characters in it came to life.

Number one dissolved into a ballet dance done to the "Skater's Waltz." The second one, the tree, came alive as a troupe of gaily costumed skiers danced around the base. Santa entered with gifts to hang upon the tree. Printed pages with the words of the carols had been passed to the student body earlier, so when the third card began to sing the carols, the entire group joined them.

Checking with the benefits to be derived from assembly programs it is found that there was a unification of the entire student body in the communal singing, a togetherness that solidified

school spirit and school morale. The purposes of the organization, F.H.A., were clearly shown by the idea presented that Christmas is a family affair, and stressed the unity and solidarity of the family.

Interest was deepened in music, art, and dancing. One of the leads in the "Skater's Waltz" was almost a professional. The program fostered the idea of use of leisure time. How many times have groups gotten together just to sing familiar songs? The whole presentation appealed to the aesthetic appreciation of the group. It was extremely well done and the settings and costuming were a satisfying answer to a desire for beauty.

The effort gave recognition to a homemaking group. Most public recognition goes for athletics, but these assemblies give each organization a chance for approval and support.

Self-expression was certainly developed, and yet a very large group worked amicably together. It was well received, timely, and interesting. As a result there was no problem with audience appreciation, which in turn was responsible for more than acceptable audience behavior. In fact, the writer has often observed that the average audience behavior of the students is frequently better than that of a group of teachers attending teachers' group meetings or teachers' institutes.

Lastly the program did promote patriotism in that it was a dignified appreciation of an important anniversary—Christmas Day.

The underlying principles of assemblies were epitomized in this and are carried out in others as offered throughout the school year. They are found to be educational and inspirational, as well as entertaining. The audience is educated as well as the performers.

It is the duty of the Student Council to see that a variety is offered and they discharge this duty well. Demonstration, exhibition, and dramatization are used to a great extent, with a wide participation. The announcements and business are carried forward in the rather informal business meeting held preceding the program and do not intrude into the program proper.

In order to maintain a minimum standard, groups in Sparks High School must make out a general theme and present it to the adviser. Then the adviser must attend rehearsals, and must check all costumes, jokes, dialogue, etc.

Sparks High School student body always exchanges at least one program with another school, most often with Carson High School. This exchange is usually the program put on by the band.

*A survey, through use of questionnaire, reveals information regarding publications that should be of value to journalism instructors, editors, and others.*

## A Survey of Collegiate Magazines in New Jersey

**T**O PROVIDE A PUBLICATION OUTLET for worthwhile creative, artistic, and literary works of students; to promote an interest in writing and an appreciation of literature; to reward by their publication the best creative works of undergraduates; to offer humor and appropriate features and to maintain high standards of taste and competence; to train journalism students and others in magazine production; to give all students interested in writing fiction and poetry an outlet for their work—these purposes summarize the philosophy of the collegiate magazines in New Jersey.

Among the 27 colleges and universities, a survey of the members of the New Jersey Collegiate Press Association revealed that 16 produce magazines. Fourteen of them completed the questionnaire concerning this survey. It is interesting to note that the median age of the collegiate magazine is ten. The oldest is 76 years old; two magazines have just celebrated their first birthdays.

### FINANCES

Forty-two per cent of the magazine staffs receive no financial assistance from student council fees; over 50 per cent of them received 100 per cent financial backing from student fees and also have the budget limited by the Student Council. Half of the staffs receive no financial support from the administration. Advertising is used by 28 per cent of the staffs to support the magazine.

Two staffs state that advertising pays for 100 per cent of the expenses of the staff. No magazine receives monies from the alumni in forms of gifts and endowments. Allowable budgets range from no set amount to \$1,000—about \$525 is the median. Among those who prepare the budgets are the staff, the editor, and the business manager. The finance committee of the various Student Councils usually passes on the budget.

### STAFFING

Only 2 staffs have co-editors; all others, editor-in-chief. Most of the editors of collegiate magazines are chosen by the staff members or by the Publications Board. The majority of the editors serve two semesters. Among the functions

**HERMAN A. ESTRIN**

*Executive Secretary,  
New Jersey Collegiate Press Association  
Newark College of Engineering  
Newark 2, New Jersey*

of editors are the following: Full responsibility for publication, make-up, selection of manuscript, supervision of production, guidance and organization of staff, editorial writing, correction of proofs, and rewriting. Most of the staffs are appointed; some members are volunteers or are chosen by the adviser or by the Publications Board.

However, most of the editors have the right to select their staff members. The qualifications of a staff member are the following: Literary talent, interest in the publication, enthusiasm, willingness to work, well-rounded taste, experience, initiative, dependability, competence, imagination, and originality. The average length of office of a staff member is one year. Staff members' duties concern selection of material, editing, art, writing, promotion, make-up, layout, proof-reading, typing, financing, circulation, and advertisements.

The average number of members on the staff is ten. Some staffs have as few as four and as many as forty. According to the survey, to be an editor, one need not be in any stated class, although several magazines preferred a junior or senior. Most aspirants of other staff positions need not be in any stated class. To qualify for an editorship, one should have experience in writing, interest in the publication, strong organizational ability, intelligence, patience, and seniority on the staff. Only two staffs have a Standard Operating Procedure.

### CONTENT

Besides the editors, the faculty adviser of most staffs decides what is fit for publication. Over 50 per cent of the material of the collegiate magazines is obtained from the student body who are not members of the staff. As for the methods used to turn down inferior material, most staffs use rejection slips or letters of rejection.

Some editors send a letter to the contributor

whose work was rejected and request a conference or a critique. To the question: At the time of publication what is done with material submitted by someone no longer in college?—several staffs answered that they print the material if it is acceptable; others do not consider this kind of material or want to use it. One editor publishes the work with the contributor's class numeral or byline.

Fifty per cent of the magazines use such art work as photos, halftone drawings, and glossy photos, in addition to line drawings. Most of the editors agree that advertising does not detract from the esthetic value of the magazine. Half of the staffs have no limitations as to the size of the article. The median number of words is 2,500; the maximum 10,000 words; the minimum, 1,000.

The most popular size of the magazine is  $8\frac{1}{2} \times 11$ ", although there were several  $6 \times 9$ ". The average amount of pages of collegiate magazines runs from 20 to 30; some have a maximum of 50 pages. All magazines have over 50 per cent devoted to prose, at least 10 per cent to poetry, and 15 per cent to art work. Several devote 25 per cent to technical writing.

Regular features are book reviews, short narrative or subjective pieces, original anecdotes, poetry, new developments in industry, cartoons, commentaries, fiction, jokes, campus gossip, and alumni news. Fifty per cent of the staffs sponsor writing contests; most of them offer the publication of the article and cash awards from \$5 to \$25. The majority of editors keep a backlog of old material.

#### PRINTING

Half of the magazines use linotype, and half of them use offset. The average cost of printing is \$600 per issue; the minimum is \$275; the maximum, \$1,200. Most magazines use two columns per page, although several use one column and three columns.

#### ISSUES

In advance of publication, most staffs work from one to two months to prepare each issue. Two to three weeks is the average amount of time which the editors set for the deadline for material to be published in that issue. Over 65 per cent of the staffs have a set schedule of publication. The average number of issues published is two; the minimum, one; the maximum, ten.

Less than 30 per cent of the magazines charge a fee to the students for a copy. The median

number of copies of an issue is 1,000; the minimum, 400; the maximum, 4,000. Most staffs distribute copies of the magazine to the faculty and administration.

Over 75 per cent use color on the cover and on the back page. Several of them use color in their illustrations and advertisements. The majority of the magazines have no specific means of distribution to their alumni. However, one has a special alumni mailing list; another sends copies to former editors.

#### FACULTY ADVISER

Over 87 per cent of the magazines have one faculty adviser, the majority of whom are appointed from the faculty by the administration. Others are appointed by the staff or the Publications Board. The duties of the advisers are to attend staff meetings, to proofread, to offer editorial advice, to give final approval of material, to insure good public relations, to help select contents, to supervise the publications, to offer constructive criticism, to serve as a liaison with the editor, and to help in budgeting.

Eighty per cent of the magazines have faculty advisers with censorship powers—power to reject what they do not like and to veto any article that contains profanity, substantial error or offense, or questionable material. Some advisers may censor the art material or any contribution which is not according to ethical standards. Most adviser-staff meetings are held irregularly—some once a month, once a week, each issue, or at no specific time.

As for the titles of the magazines, several have no particular significance. However, some titles stand for the initials of the college, the college mascot, the architecture of the college, a general survey of events, a gallery of literary works, and "the container of truth." One magazine chose its title "... because it was exotic!"

The questionnaire was prepared by George Kritzer and Michael Maresca, co-editors of "The Orbit," the student magazine of Newark College of Engineering, Newark 2, New Jersey.

## To The Graduate

CELIA E. KLOTZ

Pullman, Washington

A few more days, commencement, and you'll stand  
Somewhat alone, in part a stranger in your native land,

Your school, the joys and sorrows you have  
known  
Left as a heritage you can no longer own  
But must pass on to others who will neither know  
nor care  
That you have gone before and left them there.

Achievement's paradox, each gain a loss  
Each loss a factor of a greater whole,  
We'll miss you, but we would not keep you here.  
Your future points toward yet a higher goal.

I cannot wish you constant happiness  
For joy without relief becomes too soon  
An opiate that dulls the edge of keen appreciation.  
I cannot wish you wealth, except as measured  
By friends you've made, assisted, loved and  
laughed with.

My wish is you may use your inborn talents  
Creating sparks of light where nights are long,  
Bearing with those who are by fate less favored,  
Proving through life the victory, right vs. wrong.

*Streamlining of the senior graduating class in some communities may be enhanced by combining the baccalaureate and commencement programs.*

## A Combined Baccalaureate-Commencement Service

**D**O YOU HAVE SEATING PROBLEMS at your baccalaureate and graduation exercises? Have you ever wanted to change your graduation programs, yet not sure just how to do it? Have you become bored because of the continuous monotony of the same style of program at graduation over and over? If any of your answers are yes, then the following may be of interest to you.

Because of the above reasons we started a new venture in our school with last spring's graduation exercises. We combined the baccalaureate and graduation services into one, then held our program in our football stadium. The program lasted one hour and 25 minutes and included the handing out of 69 diplomas.

We held it at 2:00 o'clock on Sunday afternoon but for the future are thinking of having it at 4:00 o'clock because of the hot sun in the early afternoon. Too, Filer is located in a farming community and it is necessary to have the program early enough so that the rural people can do the evening chores.

The program was similar in nature to past programs but was not as demanding or time consuming. Any type of program could be worked into the arrangement. Our program started with the processional, followed by the invocation, addresses by the class representative and speeches by the salutatorian, and valedictorian.

Each of the three addresses was three minutes

**PAUL E. OSTYN**  
*Principal*  
**Filer High School**  
**Filer, Idaho**

in length. A musical number, followed by the baccalaureate address, was next in order. The baccalaureate speaker was asked not to speak longer than ten minutes. We then took time to announce all scholarships and the local civic clubs made their presentations. These were followed by a musical number from the high school band.

Our superintendent of schools introduced the graduation speaker who spoke for twenty minutes. Presentation of the class and diplomas came next, and the benediction and recessional closed the exercises.

We found that this arrangement received hearty approval from a large majority of the people in attendance. However, this type of program has some possible disadvantages which must be obviated: (1) if the weather is bad on the day of graduation, you still must have an indoors area ready for use; (2) the type of music for the processional and recessional is somewhat limited because you must use music that will carry and be heard out-of-doors, yet must have the rhythm to march to; and (3) a good loud speaker system must be set up to carry to all areas of your outdoor facilities.

Some members of our audience thought the



direct sunlight was too bright and a few complained of not always being able to hear. Of course, the latter can be remedied.

This combined program need not be held outside. It can work just as well indoors if you have the facilities to handle the crowd. We feel that it cuts down on one night's work and still takes nothing away from either program. The majority of the students in the program liked the combined exercises better, the faculty was completely for it, and the community thought the idea very good.

If you're looking for a change, give it a try next spring. It might be just what the community would like and enjoy.

## A. C. L.

J. R. SHANNON  
Del Mar, California

There were twenty-nine boys in the graduating class of Garfield High School in 1914, and eleven of them, according to the 1914 yearbook of that school, were members of A. C. L. A thirteen-page section in the yearbook devoted to the school's eleven "Organizations" gave a full page to A. C. L. That statement, with names of officers deleted, was:

The letters "A. C. L." stand for "Anti-Cigarette League," and also for "A Clean Life."

The Anti-Cigarette League is a nationwide movement. The local league, however, was not organized until December 17, 1913. The following officers were elected: President, \_\_\_\_\_; Secretary, \_\_\_\_\_; Treasurer, \_\_\_\_\_.

Our total membership is sixty-three. Each member signed the A. C. L. pledge and wears the A. C. L. button. Most of the boys, prominent in athletics, have signed the pledge. This popularizes the movement and also makes a great showing in the playing ability of our athletes.

A person must live a clean life to be a good athlete. The A. C. L. exists for the sole purpose of giving physical, mental, and moral development to its members. We are glad to say that the A. C. L. has become popular, and promises to be a permanent organization at Garfield High School.

Although names of officers were deleted here by the present writer, a description of the status of the three, as revealed by analysis of the yearbook, will indicate the prestigious positions of the three in campus life. The president of A. C. L. was captain of the football team the fall before and editor-in-chief of the yearbook. The secretary was president of the junior class. The treasurer was on the editorial staff of the school's monthly magazine and was a letterman in football.

Of the ten senior boys besides the president of A. C. L., the yearbook analysis reveals, one

was president of the class, and another was class treasurer. One was the best all-round athlete in school, and another was a minor athlete, albeit a letterman.

One was editor-in-chief of the school magazine, and another was on the editorial staff of both the magazine and the yearbook. Two were in the debating society. The remaining two had minor parts in producing the class play. All eleven had either major or minor parts in other school activities. None was a tail-ender.

The A. C. L. report in the yearbook was written by the president of the club and editor of the yearbook, and therefore could be expected to show the club in a favorable light. He was not exaggerating, however, when he said, "The A. C. L. has become popular." Documentary evidence in the yearbook bears him out. But he was overly optimistic when he said, "The A. C. L. promises to be a permanent organization in Garfield High School."

A. C. L. was short-lived. The promotion program of the tobacco corporations—not all of it overt, it seems—had more weight than the pledges signed and buttons worn by the A. C. L. members, even though most of them were "prominent in athletics." What other reasons lay behind the demise of A. C. L.?

Five factors contributed to the failure of Garfield's A. C. L. These five factors, or modifications of them, lie back of the failure of numerous school activities in high schools all over the nation, and, for that reason, should command attention of educators at large.

First chronologically was the manner in which the club was inaugurated. A. C. L. did not grow out of student interest or demand, or even out of faculty interest. It was introduced by an out-of-town itinerant salesman whose job it was to go about instituting such clubs.

The first the Garfield boys (girls did not smoke in those days) knew about it was when the salesman showed up at the schoolhouse and made his appeal to the principal. That is one way not to inaugurate school activities. Even if the idea had originated in the faculty, it still would most likely have been unwise.

The need for any school activity must be appreciated by a significantly large body of pupils to guarantee its success. Preferably, the pupils should initiate the idea of any new school activity, but it is acceptable for them not to if the need is genuine and the reality of the need is easily recognizable by them.

The itinerant salesman's seed fell on fertile soil at Garfield in the fall of 1913, chiefly because of two boys, the football captain and the president of the senior class. Each boy had enormous prestige in the school, and each was rabidly antagonistic toward tobacco. (Each was aspiring at the time to become an orthodox Protestant clergyman, and had the characteristic adolescent messianic complex.)

The salesman had no comparable success in other schools in that part of west-central Indiana, largely because he found no comparable zealous and influential disciples. A. C. L. got off to a good start at Garfield because of the interest and prestige of two twelfth-grade boys; when those boys graduated, there were no other respected zealots to carry on.

This second reason for failure of a club in one high school is likely to be a reason for failure of other activities in other high schools. Not only must there be student appreciation of the need for a school activity, but also a continuous flow of competent leadership—"competence" meaning at least interest and prestige.

But "competence" really means more than just interest and prestige, and one of the additional components of competence was lacking in the leadership of Garfield's A. C. L. The president of the club was too busy. Besides his heavy responsibilities in school activities already mentioned, he was a member of the school chorus, singing solos in its concerts, a member of the debating society, the board of control of the athletic association, and in the cast of the senior class play.

These in-school projects, besides his working out of school thirty hours a week carrying newspapers, and being janitor, Sunday-school teacher, choir member, and president of the young people's society in his church. The club president's lack of time was factor number three in the failure of Garfield's A. C. L. to survive, and it can happen the same way in any club in any school.

Factor number three led to factor number four. The A. C. L. had an inadequate program. "Signing pledges" and "wearing buttons" are not enough. It probably is true that weak or inadequate programs put more organizations on the rocks than any other single immediate factor. Perpetual motion does not work in school clubs any more than it does in physics laboratories. There must be man-generated, man-directed, and man-engaged activity. Why call it a school activity when there is no activity?

Finally, the principal and faculty were partly to blame. There was no faculty supervision. Really, this fifth factor underlay the other four causes of failure. With competent faculty supervision, the A. C. L. would not have been inaugurated as it was, it would not have relied so heavily on two boys whose fanaticism was unrepresentative of the student body as a whole, it would not have had a president already overburdened with other activities, and it would not have had an inadequate program.

In conclusion, the failure of Garfield's A. C. L. to succeed in the long run was basically a matter of inadequate faculty supervision. And is the same not true in other extracurricular failures in schools at large?

*Seniors will long remember the various activities involved in their final year in the secondary schools—the senior production is especially important.*

## Senior Production—Play or Variety Show

SO, IT'S TIME TO PLAN for that senior production! What will it be this year? Which play? Or, does everyone feel that a change is needed? You should have a variety show rather than a play.

Everyone at school does get tired of a play every year or twice a year. A good variety show—say, built around the Gay Nineties theme—may be just the thing to revive interest in the production and make it a huge success.

Also, many more people can be placed in a

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variety show. There will be singers, musicians, speakers, gymnasts, pantomimists, and actors (for a one-act play).

What to do? Play or variety show?

If it is difficult to decide, answers to these questions will help.

1. Is everyone really fed up with three-act plays? If so, then a change is definitely called for.

2. Is the talent available to put a first-rate variety show together? To be a variety show, there must be variety. There must be able performers in the categories of singers, musicians, speakers, gymnasts, pantomimists, and actors. And these people must be able to adopt their talents to the theme of the program.

3. Is a competent faculty director available? This faculty person must be able to visualize the entire production, plan it (and write it, when necessary), choose the performers, get cooperation from the other departments of the school, and iron out the rough spots during rehearsals.

4. Will the costs of putting on such a production be in line with what the school can afford? Extravagance has no place here.

5. Are the production facilities of the school such that the type of program can be put on and the show come off as planned? The variety show will require many quick changes on stage, a great deal of costuming, and a great variety of make-up for the participants. There will be more property to take care of, and many more details to be looked after.

6. Can this type of program be as effectively publicized as a play can? Will there be as much audience interest?

7. Is the kind of program material available which will fit the theme which you choose.

If, after considering these questions, it is still agreed that this year the variety show should replace the play as the senior production, then very likely the variety show will be a success.

What advantages are there for the variety program over the play?

1. More people with many different talents will be able to take part in the program.

2. The audience will be treated to a different type of high school entertainment.

3. With more people being placed into the production, there will be more interested parents, relatives, and friends to swell the attendance at the performance.

4. More departments of the school will have an active interest in the program. Responsibility for the show will be divided among different teachers, thus taking the heavy burden off of one or two (also, more interest will be aroused among the students).

5. There will be more chances to get the prominent students who have no dramatic talent

into the program in some capacity or other, even if it is just to stand around in the crowd scenes.

6. There will be more opportunity to achieve a variety of effects of coloring and of lighting on stage during the show.

7. Music will play an important part in the production, thus increasing the appeal of the program.

8. By putting a one-act play into the program, dramatics will still have an important role in the production.

9. Audience attention will not be strained. Missing a portion of the production will not spoil the remainder of the performance for the patrons.

10. There will be no star roles in the production with the accompanying fear that loss of one or two people will eliminate the entire production.

All this having been said, what, then, makes a good theme for such a production?

The Gay Nineties theme is always popular and in most ways ideal. There is a wealth of material, musical and dramatic, which can be fitted easily into this theme. Besides, stage scenes are rather easy to design, and most students are familiar with them.

But, there are others. The "spring" theme is one, the "winter" theme is another. The theme could be decided upon after the performers and numbers have been selected.

There are two things to remember, however. The production must be planned well ahead of time. The possibility of having a three-act play shouldn't be eliminated until all of the performers have been found for the variety show.

Secondly, two faculty members must be given complete charge of the production, one as the assistant. Several departments of the school will have to be coordinated in order to put on the program. One person must have over-all authority to decide what will be included in the program and what will not, what sequence the numbers will appear in, when rehearsals for which part of the program will be held, and what final changes must be made.

This person must be given much able assistance, including the already mentioned number-one assistant. The number of details to take care of will be too great for any one person to handle.

And a final note. A program such as this will require the maximum cooperation from all of the teachers whose students are taking part in the production. The director cannot hope to coach all of the numbers satisfactorily. He or she will not have the background or time. The director can-

not hope to dictate all of the details of the art work or scenery which is required.

So, it's time to plan for that senior production! Shall it be a play or variety show? The vote goes for the variety show! Good!!!

*Man's environment changes continuously necessitating variance in diet and health problems, working habits, recreational activities—a challenge to schools.*

## The Health, Physical Education, and Recreational Program

**D**O YOU SIT AND DROOL over that longed-for vacation? That someday trip? You are going to sit in the sun and do nothing. It has been a man's dream for years to have leisure time. In medieval times leisure never seemed quite respectable. But now with the Industrial Revolution and Automation, man has been given time—generous quantities of it. The machine has freed him—for what?

Jay B. Nash says: "To use leisure intelligently and profitably is a final test of civilization."<sup>1</sup>

"One of the marks identifying a revolutionary period is the speed with which a shocking statement changes to a boring one," comments Clifton Fadiman in his book, "Any Number Can Play." Leisure is on our doorstep and so accepted.

The thirty-hour week is in the offing and the twenty-four-hour is next. Father Time is sitting expectantly on our hands. And what of our hands with the nails bitten short from anxiety to be somewhere on time? We have carelessly filed away the word, leisure, as a familiar word but failed to do anything about it.

This is reflected in the passion for motion; sell the eighty-mile-an-hour car and buy the one-hundred-thirty-miler. Business reflects this need in its coffee breaks; its expense accounts, and the body sags and breaks under the confusion of use and misuse of it.

In a recent research into physical fitness made by Kraus and associates it was found that coronary heart disease is twice as frequent in the sedentary as in the active; also diabetes, duodenal ulcer, and internal and surgical conditions were more frequent in the sedentary group.<sup>2</sup> If this is

With planning and a great deal of imagination, the high school can make this program one which will long be remembered by students, faculty members, parents, friends—the community in general.

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the healthy picture of the adult world, what about the children? How do they stack up physically, mentally, and emotionally for this wonderful scientific era?

Comparisons of American and European children on muscular fitness showed 78 per cent of the American boys and girls failed; 8 per cent of the European boys and girls failed. Why? Our children walk less—spend more time watching TV or movies. Europeans join in recreation that makes use of muscles.

There is no age from birth to death when health is not a primary consideration. The first thought of parents concerning the newborn infant is his body. "Is he perfect?" they want to know. Health enters the educational picture before the child enters school and stays with him throughout his elementary, secondary, and higher education.

Since the child is required by law to attend school and spend much of his time there, it is the moral and social responsibility of the school to promote his well-being and assist in remedial conditions. Healthful school environment promotes learning. This includes all personnel from the custodian to the teacher.

Figures of the last draft for military service, showed that one-third of the young men were unfit for duty. Much of this was the result of unhygienic modes of living. Likewise records of hospitals, clinics, and private practitioners show an increase in health departures revealed in the spread of communicable diseases. School health examinations show defects in children in the up-

<sup>1</sup> Jay B. Nash, "Leisure—then What?" *Education*, Vol. 78, No. 8, p. 456.

<sup>2</sup> H. Harrison Clarke, "Physical Fitness Benefits." *Education*, Vol. 78, No. 8, pp. 461-462.

per grades that were not noticed in the examinations upon their entering school.

For these reasons, it is important that every teacher know the fundamentals of school health. It involves not only those employed to teach in this field but all those involved with the school program from the custodian to the cook.

Duncan Spaeth said, "While health itself is not the finest flower of life—it is the soil from which the finest flowers grow."<sup>3</sup> Health education includes every educational influence that helps to improve the health of the school child.

Health education is a process of changing health behavior in such a way that boys and girls will not only be able to learn better, but will have the necessary wherewithal to live rich and full lives. Many youth lack that extra push needed for vigorous stimulating activities. The more complex civilization becomes, the less valid is instinctive behavior and the greater the need for education to preserve health.

There is no person in the school system better fitted to make a significant contribution to the health of school children than the classroom teacher in the elementary school. She holds the key for improving child health. If she is enthusiastic about this program in the school, then it will get off the ground. But if she regards it as the average laymen—not at all, until he is forced to, or considers it extracurricular—then the program will never really get started.

The classroom teacher's role is unique. She can see the child as no other interested person can. She can compare his appearance and actions today with what they were yesterday or a month ago, detecting health abnormalities and referring them to proper authorities for appropriate follow-up and correction.

The classroom teacher's vantage point is not viewed by the parent or the physician. It gives her an opportunity to build sound health. She will need a warm personality, a pleasant environment, and be able to use wisely her powers of observation. But what is health?

C. E. Turner, in his book "School Health and Health Education," defines it as "that complete fitness of body, soundness of mind, and wholeness of emotions, which make possible the highest quality of effective living and of service."<sup>4</sup>

It has only been recently that emotional and

social factors began to receive the attention they deserve. Adapting work to the individual capacities is the effective way of making school life emotionally healthy. The teacher's personality sets the emotional tone.

Records and examinations have been found most beneficial to the teachers who follow the child's growth physically and chart his mental growth in relationship. It is now recommended that four main physical examinations be given to the child while in school. These are continuous records. The examinations are of no value if there is no followup.

Twenty-three million Americans have some physical impairment or chronic disease. There is little correlation between physical fitness and physical defects. From many comprehensive studies, it would be safe to conclude that Americans are overfed and seriously undernourished physically. Strength and stamina among public school students can be developed through diet alone.

Health is successfully taught on an informal basis in the primary grades. Beginning in grade IV, it is desirable to assign class periods of health instruction. This level provides a logical organization of subject, opportunities for presentation of facts, and observation results of health behavior.

This informality helps the teacher engage in various activities as: community programs, cooperation in such civic and community projects as Red Cross, Tuberculosis, Cancer and safety drives, and planned nutritional school lunches. With such aids as audio-visual, library, poster work, assembly programs, health can be correlated with many other subjects—art, music, social studies, spelling, arithmetic are examples.

The inexperienced teacher or the teacher with a weak informational background is inclined to use a textbook too often. Variety in use of methods and procedures is stimulating to the student and teacher.

Parents and teachers should have no difficulty cooperating in a health program since each have a common interest. There are few cases as the one told of the school nurse. She stopped at the farm home to tell Mary's mother about the child's affliction of head lice. After the nurse had spent some time explaining the case, the mother shrugged her shoulders, looked out across the cornfield and said, "Well, everybody has a few."

Specifically, the classroom teacher can pro-

<sup>3</sup> Carl E. Willgoose, "Health Education and the Classroom Teacher," Vol. 78, No. 8, *Education*, p. 451.

<sup>4</sup> C. E. Turner, *School Health and Health Education*, C. V. Mosby Co., 1947, p. 24.



mote health by cooperating with the school health service personnel. The positive approach is much more helpful to the child and the doctor who conducts the examination. Prior to 1900, this concern for healthy boys and girls was considered a parental problem. From 1880-1890 every state passed laws requiring instruction concerning the effect of alcohol and narcotics.

An authoritative commission has stated that the educated person "knows the basic facts concerning health and disease—protects his own health and that of his dependents—and works to improve the health of his community."<sup>5</sup> But learning facts and developing understandings are only part of the individual's education, for he must also learn to act. Health education is centered on the quality of life of each person.

In reviewing the seven cardinal principles of education, Dr. Robert W. Richey lists health as the number one consideration. Also in listing the ten imperative needs of youth, Dr. Richey says that all youth need to develop and maintain good health, physical fitness, and mental health.

The first physical education teacher was the parent who taught his son to throw a spear, climb a tree, and various things important to tribal life. The need to throw a spear disappeared but the need to throw remains.

Gymnastics, judged from the Golden Age of Greece statues, reveal the physically perfect. The Romans only bettered this through the material. The American physical education activities grew slowly. The early puritans' ideas of happiness were in the future. Early attempts of physical education were only copies of the European.

Life in the pioneer days provided plenty of natural opportunities for physical activity. Farm life predominated and every member of the family found muscular activity in assisting with the necessary chores.

The industrial revolution brought speed and with it tension, and emotional strain. It was chiefly to offset these conditions that educators felt impelled to introduce physical education into the school day as a means of bringing to the growing child opportunities for attaining his fullest development mentally, socially—as well as physically.

When the mind and body are thought of as two separate entities, the physical education is

education of the physical. But in the light of the new understanding, the wholeness of the individual is the outstanding fact. Then physical education becomes education through the physical. This has concern for and with emotional responses, personal relations, group behavior, mental and intellectual social outcomes. Thus it follows that physical education is education not only of technical learning of physical experiences but associated and concomitant learnings that accrue.

The great effort in physical education should be to get boys and girls out of the dub class into the enjoyment level of activity. It is not democratic to develop a select few and neglect the larger number, making of them physical illiterates. Nevertheless, the gifted athlete in the United States receives his "pie in the sky."

Start them young and keep them coming, seems to be the mania. Medical authorities have warned against the danger of high pressure, competitive athletics at the elementary level. However, the trend is more and more highly organized.

Little League baseball and Pop Warner football programs are a sampling of this public interest. It has not resulted in a higher superiority athletically in America because it is a selective choice of participants. It deprives those of lesser skill of a chance to play.

Democracy is a way of living more than it is a kind of government. The fields of health education, physical education, and recreation are excellent channels through which this ideal of social living can function. Children who are alert to needs and changes on the playground may well grow into adults alert to the needs of people in an everchanging world.

Special care in the organization of physical education classes must be exercised to insure a democratic atmosphere. Marching and gymnastics, when taught in overcrowded quarters, may take on a military tone which may be carried over into the classroom thus impairing the relationship between teacher and student.

Winslow pointed this out in his survey of New York State Schools, "A large number of teachers were observed who evidently conceived their role to be that of a disciplinarian and drillmaster, and maintained authority by the use of sarcasm, nagging, ridicule, and dogmatic domination."

The teacher who gives the most to the child's world is the one who shares ideas and is as willing

<sup>5</sup> Carl E. Willgoose, "Physical Education and the Classroom Teacher," *Education*, Vol. 78, No. 2, Oct. 1957, Palmer Co., p. 121.

to discharge or accept ideas through evaluation as the children are. In a democratic setup, this teacher is as often a player as he is the director of the game. The teacher sees success in physical achievement linked with improved self-control, increased self-command, poise, and coordination on the part of the child.

Every adequately organized and planned activity has a purpose, a goal, a directive, and an inventory. Some of the general objectives are:

Each individual must be given a feeling of security by being accepted.

Each individual must have and show respect for the rights and privileges of others.

Each individual must assume the responsibility of contributing to the group's actions and decisions.

Each individual must experience success.

Each individual must have the opportunity to face problems.

Each individual must understand his potentialities and limitations and be able to adjust to them.

In most schools health and physical education is taught by the classroom teacher. In intermediate school, the classroom teacher teaches under the supervision of a trained educator. A full-time teacher of physical education should have a bachelor's degree, with a physical education major; the part-time teacher should have a minor in health and physical education. A supervisor should have a master's degree in the field.

The average public elementary school allots 15 minutes morning and afternoon in addition to recess. This is inadequate for the 6-10 year olds. The committee on Adequate Program Standards recommends one period per day the same length of other classes.

Before any physical education program, there should be a physical examination of each student and a tuberculin test followed by X-ray.

In primary grades, the most satisfying games involve running and chasing, and gradually other natural elements such as throwing and dodging. Children enjoy any kind of movement. They need to coordinate bones, muscles, tendons, and ligaments that grow at different rates. They need to test their strength and skill.

Inactivity is usually regarded as an illness with children. It is well to avoid undue stimulation and overexertion. Games should be of short duration, gradually increasing in length and complexity as the child's mental powers increase.

It is in the elementary level that the instructor teaches the mimicry the story plays, the games, the rhythms and dances, and the recreational game skills that contribute to growth at the moment.

At the upper elementary and lower secondary level, or age 9 to 12, rhythms are very popular. Here they have attained height and weight increase and their heart and lungs are practically up to adult proportion. Their resistance to disease is high and endurance is improved.

Activities for this group should include body mechanics, rhythms, such as folk and creative dances, games of daring and adventure, and games of high organization or team games within their ability. These lead the way to athletics. This age could use swimming to improve safety ideas; and much could be done on an intramural program.

This type of program is providing the basic wherewithal for activity during the post-school years. It must be a broad program and varied so that all children have a number of experiences and find something in which they are interested. Games and play are to the child what work is to the man. Through it he learns about himself, the people, and things around him.

Merely turning children loose on a playground twice a day, day after day, to "blow off steam" is not physical education. This denies him the chance to learn the skills and develop the attitudes that are so much a part of a good physical education program. It is not to be a haphazard activity. It is part of a process of changing behavior toward certain pre-conceived goals—primarily through large muscle activity.

It was as early as 1885 that Kansas City appointed the first director of physical education in the midwest. During the period 1890-1900, Ohio passed the first state law requiring physical educators in public schools of the cities of first and second classes.

One forward-looking city sums up some general objectives as follows:

To afford opportunities for developing neuromuscular skills and organic power through big-muscle activities.

To develop proper habits, attitudes, and ideals toward healthful living.

To stimulate interest and joy in skills, sports, and other activities which are meaningful now and which may be carried over into adult life.

Opportunities for exercising leadership, followership, and cooperation.

To recognize and to provide for individual differences physically, psychologically, and socially.

Fitness and exercise mean different things to different people. All agree that moderate doses regularly applied is better than large doses periodically. Few agree with the body-worshippers who have only one standard of fitness—the perfect man—or the chap who got his exercise, so he said, by being pallbearer for his exercising friends.

Fitness in later life is related to skills acquired at an early age. Of the 70 per cent of recreational activities engaged in after 21 years of age, all were enjoyed before age 12. The many diseases and psychological effects continue to increase when man forgets to seek divergence from the fast pace.

To think about great deeds but be unable physically to perform is tragic. There is little opportunity for service—to be socially efficient or even charitable if you do not have the physical wherewithal to get started, to keep going, and to give of yourself.

To quote Emerson: "... let us have men whose manhood is only the continuation of their boyhood, natural characters still; such are able for fertile and heroic action; and not that sad spectacle with which we are too often familiar, educated eyes in uneducated bodies."

If a school makes an effort to provide a good health and physical education program, what results can be expected? The school and public have a right to expect results because it is common knowledge that if caught in a tax squeeze, physical education usually is listed as frills and expendable.

Much research has already been done on results of Little League baseball and the type of boys and their growth habits. The size and skill and maturity of boys playing on tournament teams was impressive. These 11- and 12-year-olds were as tall and as heavy as the average 14- and 15-year-old today and as tall and heavy as the 16-17-year-old 25 years ago.

It has been found that children who excel in sports are usually one to two years advanced in maturity. Since 1880, the average 14-year-old gained five inches in height and 24 pounds in weight. The same period shows the 10-year-old girl gained four inches in height and 14 pounds in weight. The greatest changes in children were at the age of pubescence indicating an advance in maturation rate.

It is not possible to establish the exact cause of quickened growth. Advances in medicine, increased knowledge in nutrition, and control of environment are primary factors.

Educators should keep in mind these changes as teaching information. Many changes take place in its own product, the American child.

We have seen that youth and play are natural companions. If education and homes do not provide the healthy stimulus, youth will be playing games with the law which is dangerous hide-and-seek. On this, he always scores low.

This is no panacea for delinquency yet surveys have shown many times that the boy or girl without a scintillating interest or drive is the delinquent.

Even adults need a sense of belonging, of satisfying a need. The business man and the housewife need ways and means to relax tensions, to stave off boredom. Unless an individual has a reason for getting up he usually doesn't, begging fatigue. Perhaps he is like the person who confines his exercise to jumping at conclusions, running up bills, stretching the truth, and bending over backward.

All these points of discussion are not the answer for long life and the end of the rainbow, for life is ever an unfinished task. But the preparation for living to avoid the tedium of a new leisure is an educational task. The key to the solution of normality and growing old with enthusiasm is service.

There are still untapped reservoirs of energy in the mind. Perhaps when we have run the gamut of the do-it-yourselfers, those who would dispense canned opinions will find themselves in competition with the think-it-yourselfers. Then will come educated eyes in an educated body.

In the *Journal of School Health*, Charles C. Wilson writes, "A generation of young people healthier than any such group in the past, and enlightened and informed about individual and community health, can make America stronger, happier, and more productive. This is our goal; to achieve it is our responsibility."

"Thus a child learns; by wiggling skills through his fingers and toes into himself; by soaking up habits and attitudes of those around him; by pushing and pulling his own world.

"Thus a child learns; through affection, through love. Day by day the child comes to know a little bit of what you know; to think a little bit of what you think; to understand your under-

standing. That which you dream and believe and are, in truth, becomes the child."<sup>6</sup>

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<sup>6</sup> Frederick J. Moffitt, "Thus A Child Learns," *Developing Democratic Human Relations Through Health Education, Physical Education and Recreation*, 1951, American Association for Health, Physical Education, p. 118.

## Development of a Summer Camp Yearbook

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Have you considered developing a summer camp yearbook? To the yearbook company, its salesman or representative, the camp director, the children at camp, yearbook staff members who attend camp, and the yearbook adviser, publishing a summer camp yearbook has many possibilities.

Yearbook publishing companies desiring year-round operation can turn to the summer camp yearbook as a source of income during this usually slack period. Some publishing companies and a few schools have tried September and fall delivery of yearbooks. The problems of distribution, getting faculty and underclass signatures, the pleasure of showing their yearbook to friends and relatives at graduation, do not compensate for the headaches of having the prom and pictures of the graduation in a book delivered in September. The graduates are scattered all over, some getting ready for college, others job hunting, and still other girls getting married. No, the fall delivery

is not the answer for the energetic yearbook company. However, the camp yearbook could be a solution for them to maintain a better balanced schedule.

Salesmen and yearbook representatives who want the extra income can also find the summer camp market worthy of consideration. It is better for him to be working in a familiar area, rather than seek some other type of employment during the summer.

To the camp director, the camp yearbook has many possibilities. It can be an excellent publicity device, bringing a story and picture version of the camp program to the parents. Distribution at the camp reunion, held in the fall or winter, would encourage campers to attend. Most camps have a reunion program as a well established routine, while high schools do not.

The camp director will find the yearbook provides an added activity, especially for the older campers. It offers an opportunity to use many of the pictures taken and developed by the photographic unit or group at camp.

Most camps have a definite advertising program. The yearbook can be the material shown to prospective campers. The entire camp can be depicted in the summer yearbook, and thus it could serve as the effective publicity medium.

A yearbook adviser could look to the camp for summer employment; many do. His talents in yearbooks, newspapers, and photography all fit into the camp program. One adviser, for example, had an enjoyable summer for his family. His two sons were campers, his wife also worked at the camp, in charge of the camp store. My friend had a profitable summer directing the camp newspaper, photographic activities, and developing a camp yearbook.

The camp yearbook in many ways resembles the high school yearbook. The introduction could be similar with camp scenes replacing those of the school. The administration section could contain pictures and write-ups of the director and the counselors.

The campers section could resemble the student section of the high school yearbook. Camp yearbooks divide their members into groups like tent or cabin groups, by tribes or other units.

The activities section can be divided into two general groupings. One, the camp routine program, like waterfront activities, sports, arts and crafts, nature study, and the like. Here, pictures and copy can describe the swimming and boating



program, the inter-cabin softball and out-door summer basketball games, the archery activities, the making of various projects in arts and crafts, and the nature study program. This would be similar to the curriculum area in the secondary school yearbook.

The other phase of the activity section would correspond to the extracurricular area in the high school yearbook. Here are pictures and write-ups that describe the special events like the special campfire sessions, overnight hikes, the riding and water skiing program, the dramatics, and other special events at camp.

Don't forget to include the service help such as the cooking and maintenance staffs. They play an important part in camp life as do the janitors in school.

During the past six years it has been the writer's honor to judge the camp yearbooks for the Columbia Scholastic Press Association. They have the only camp yearbook section of the three national yearbook critical services at Columbia University. Cost of the books to campers is between \$2.00 and \$3.00, although many camps include the cost of the book in the regular camping fees. The total cost will vary according to the number of pages and type of printing and cover used.

The number of camp yearbooks judged at Columbia is still small as compared to high school yearbooks. The numbers are increasing each year. Consider a camp yearbook; many values to campers can develop from such a publication.

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## Our Science Club Adds Much to School

**RALPH H. WESTERGARD**  
*Northside Junior High School*  
**Reno, Nevada**

The North Side Science Club is organized under a constitution which was written by a committee made up of club members. The sponsor advised and guided the committee in order that the results of their efforts would be within the limits of school policies. Upon its completion the instrument was submitted to the administration

and student council for approval. When this was received it was formally adopted by the club membership.

The constitution provides for the offices of president, vice-president, secretary, and treasurer. Their terms of office and general duties are also set forth.

Qualifications for club membership are specified by the constitution. They are, however, broad and not restrictive.

Provision is made for amending the constitution, should that become necessary. In the two years since its adoption no such need has arisen.

The first purpose of the club is to provide a setting in which students with interest in science can meet, work together, and learn together. Any student with an interest in any field of scientific nature is welcomed as a member.

It may seem that such lenient requirements for membership would lead to a membership which is too large. However, it has been our experience that only those with a genuine interest join and remain in the club. The urge to associate with others who have the same interests is thus utilized. This is one of the basic reasons that members attend meetings and participate in the activities of the club. Since the club draws its members from a broad segment of the school population each member is able to work with someone who has a very closely related interest.

A second purpose of the club is to widen and deepen the interests of the members. The natural curiosity which every individual possesses is very effectively capitalized here. By group discussions, literature, and other sources of information we stimulate that curiosity. By providing materials and facilities for experiments and opportunity to do research we lead the student to explore the field of his interests. Very often the close relationship of other fields will become apparent to him and thus new wider vistas are opened to him.

Naturally, our club activities and projects must follow some plan or pattern if we are to achieve the objectives we have set up. We begin by establishing the setting desired. We do this by means of discussions in which the varied interests are brought out. Those with common interests are thus known to each other and we have the starting point.

The next phase of our program is one in which individuals or small groups work on projects of their own choosing. It is in these projects that



we attain certain important objectives of any extracurricular activity.

Since the projects are conceived, planned, and completed by the students they very effectively foster and develop self-direction.

These projects also furnish opportunities for the student to use and display special qualities or abilities which he has. The student feels that it is his project and in order to make it successful he will exert the effort necessary to do so. In doing this abilities heretofore hidden are often brought to light.

The fundamental drives of the individual not already utilized are also brought into play. The urge to master is most apparent. Once he starts he will continue until he finishes. This can be greatly supplemented by proper encouragement and guidance.

The migratory urge leads the student to enter into areas which are completely new to him. Each progression in a project may be likened to a portion of a trip. The completion of each spurs him on to new undertakings.

The sex urge is put to good use. Boys and girls work together and in competition. The desire of one to impress the other usually leads to very excellent results.

The urge which is perhaps the most effective is the desire for recognition. Since many of the projects are entered in competition (formal or informal) and displayed for prizes, the members really put forth their best efforts.

The completion of the projects leads to the big group activity of the club. This is the sponsorship of the science division of the annual Hobby Show which originated in the Science Club. It was at the beginning a showing of the projects of the club. Within the last two years it has been expanded to include all the activities of the school.

The Hobby Show is a student production. It is a public showing of the projects and activities of the various clubs and special interest departments of the school.

In sponsoring the Science Division of the show the members encountered situations which demand successful capitalization of more of the objectives of such an activity.

Social cooperation is an important one of these. Because the whole school is participating, cooperation is necessary in such details as placing displays and exhibits and making provision for their protection and preservation. Here also

come an exchange of ideas and a selection of the most practical and desirable solution to various problems. The give-and-take so necessary in adult life becomes a necessity to the students.

One big contribution of this activity is the development of school morale. Any such undertaking successfully completed helps the students to develop pride in their school and this in turn leads to better morale.

It is through activities such as the Science Club that we are able to give breadth and depth to the learnings acquired in formal education. Through sponsoring such a club we help to make students more conscious of life around them and, as a result, they will be better citizens. The logical effect of having better citizens is an ever improving society in which to live.

## The Suggestion Box—An Extracurricular Activity

**CHARLES A. BROWN**

*Principal  
Brighton High School  
Brighton, Alabama*

Many of the finest provisions of the curriculum are often called extracurricular activities. Often times the value of a school activity cannot be measured fully on the basis of whether it is curricular, or extracurricular. Seeking suggestions and using wisely and effectively sound suggestions is one of the age-old processes of education. A suggestion box might well become one of the most profitable and enjoyable activities in a school.

Were the question raised: What are some of the values which may be derived from a suggestion box? The following answers seem to deserve consideration:

A suggestion box gives each student the opportunity of:

1. Making whatever suggestion he wishes, with the assurance that he will not suffer any penalty, as he is requested not to sign his name unless there is a special urge on his part to do so.
2. Expressing in writing his ideas, concepts, ambitions, problems, and frustrations with respect to school life.
3. Participating to some degree in policy-making for his school through his suggestions.

4. Letting escape with ease and facility some of the pent up emotions and feelings which he otherwise would find difficult, if not impossible, to release.

5. Exercising his freedom of expression on equal basis with others whether he is a talkative person or one of a few words.

The reader may silently wonder, if students are to derive such direct values as these and others, from the suggestion box; could other benefits accrue. A suggestion box may stimulate the total program of the school by:

1. Having the school appraised constantly by suggestions of students.

2. Giving the school the opportunity of becoming acquainted with the thoughts and reactions of its students.

3. Receiving reflections through the suggestions of the students of the attitudes of parents and lay persons in the community.

A suggestion box may be of practically any size or shape which can be locked, and should have a small slot through which the suggestions may be dropped.

Since one chief concern of the school is to prepare its pupils for life in a democratic society; there must be adaptability and flexibility on the part of the school. Inasmuch as the activities of a school are numerous, the suggestion box may be utilized as the school's thermometer of public opinion.

Meanwhile, it can be a sort of weather vane to measure the trends and directions of thoughts of the community. Furthermore, a suggestion box might become the barometer by which the air pressure of school life is measured at frequent intervals.

The fact that the opinions of students and lay people are important to those charged with the responsibility of instruction, does not in any manner excuse the school from operating on its basic policies, and moving ever toward its goals, many of which are changing and changeable. However, an awareness of the general thought patterns of students is an advantage to those who must evaluate school activities and modify the program in keeping with time and progress.

Many students have begun to regard our suggestion box as the mariner compass of our school, pointing with almost definite sureness to the path over which they would like to travel—provided that they may receive consent from those whose experience is wider.

After one of the boys in the senior class made a suggestion box for us, the students were given the opportunity to make suggestions on ways of making our school better. The box was placed at a point in the corridor convenient to all students for several days. Later the suggestions were collected and classified in convenient groups. Judging from the large number of slips of paper with suggestions on them, many students had taken advantage of this activity. The students were thrilled as they listened to the suggestions.

One of the assembly periods provided time for the president of the student council to read most of the suggestions to the student body. They received them with satisfaction, amusement, and seriousness. Many of these suggestions could become operative at once; some required a much longer period of time; and the achievement of a few was doubtful. A small number of them could not be read to the student body because they were quite personal in nature; however, their purposes were beneficial.

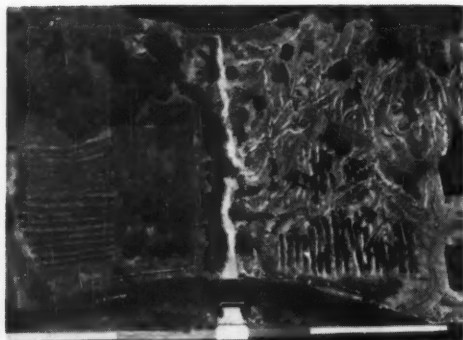
Here are a few of the suggestions taken at random from the total number: post lunchroom menus, publish a yearbook, students should come to school more punctually, sing the school song more often, extend the activity period to an hour, get a time clock for the gym, let the symphonette play more often, give students more information about the four kinds of diplomas awarded, hold the art exhibit for an entire week, let people of the community use the showers, reduce lunch prices to ten cents.

The suggestion box as an extracurricular activities has been one of the satisfying experiences in our school during the past several years.

## Tabletop Geography— A Conservation Project

**ARTHUR A. DELANEY**  
*New Hyde Park Memorial High School*  
*500 Leonard Boulevard*  
*New Hyde Park, Long Island, N.Y.*

When the Second Annual Science Fair was announced by the New Hyde Park Memorial High School, fifteen-year-old Dennis Nergart was stimulated with two desires: he wanted to win a contest prize and to instill in others his belief that soil and forest conservation are of paramount



**Erosion and Waste Prevail**

importance in maintaining our Nation's natural wealth. Dennis reasoned that if, through this extracurricular activity, he could capture recognition for some project dealing with his conservation interest, he could communicate this interest to other students.

The projected activity had to be dynamic; it had to demonstrate the striking contrast between constructive conservation and ignorant negligence, and it had to have geographic and scientific accuracy. In addition, the project required techniques and materials that would be meaningful to teen-agers while commanding the interest and respect of the adult judges. The project's theme, Dennis decided, would be a model of two adjacent farms—one prospering through sound practices of soil and forest management, the other graphically shown to be in

a state of ruin through the devastating effects of erosion.

Dennis' initial activity was to sketch the project on paper. He had to decide what materials were needed for each section, and to estimate their cost and availability. The foundation on which the actual model would rest was a large section of plywood board. Balsa wood cellulose, water colors, plaster of Paris, twigs, wire, enamel paints, wire screening, and the other necessary materials were easily available and very inexpensive. The problem of creating tree tops and shrubbery was solved by using lichen, a thallophytic plant of nonwilting ascomycetous characteristics.

After assembling the materials, Dennis cut the base piece of plywood; leftover plywood was used to skeletonize the hills. Screening was tacked to this plywood, and a layer of plaster mixed with tape compound was used as an agent to slow the drying action of the plaster, allowing time for the tooling of stream beds, erosion crevasses and roads.

The secondary steps included the application of blue water color to establish the streams and light brown color to symbolize soil. Enamel paints were applied to the farm buildings. The stream's quality was highlighted by celluloid spray. Pebbles were placed on the hills for the purpose of representing boulders and stones. With the secondary steps completed, the model was allowed to dry for several days.

The third step included drilling holes for tree placement, spreading glue and sprinkling green-colored sawdust on it to represent grass. Trees were constructed by cementing lichens to small straight twigs.

The activity was concluded by the construction of a fence, the mounting of a moulding frame around the border of the model, and a distinctive labeling of the contrasting exhibits.

Dennis' project did win the prize and recognition it deserved. The real reward, Dennis feels, is the increased interest in resource conservation that his activity fostered throughout the school. This interest has been demonstrated by subsequent student



**Conservation Practices Pay Big Dividends**

projects and by intensified classroom attention to a subject that is vital to the enduring prosperity of America.

## Useful Materials for Student Council Workshops

**HARRY C. MCKOWN**  
Editor, **SCHOOL ACTIVITIES**

### SPECIALIZED BOOKS

Bailard, V. and H. C. McKown, **SO YOU WERE ELECTED!**, McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36, N.Y.

Kirkendall, L. A., and F. R. Zeran, **STUDENT COUNCILS IN ACTION**, Chartwell House, Inc., 280 Madison Ave., New York 16, N.Y.

McKown, H. C., **THE STUDENT COUNCIL**, McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36, N.Y.

**STUDENT COUNCIL YEARBOOK**, National Association of Student Councils, 1201 Sixteenth St., N.W., Washington 6, D.C. **YEARBOOKS** of previous years are helpful.

**THE STUDENT COUNCIL IN THE SECONDARY SCHOOL**, National Association of Secondary School Principals, 1201 Sixteenth St. N.W., Washington 6, D.C.

In addition to complete reports of the annual National Conference (topics, summaries, etc.), Directory of Members, and other helpful information this **YEARBOOK** always includes an excellent and complete list of all the pertinent books and articles published during the year.

### GENERAL BOOKS

Each of these includes one or more chapters specifically concerned with the student council. Obviously, because they relate to the extracurricular activities of the school—the area of the student council—these books are of great value to any representative group.

Gruber, F. C., and T. B. Beatty, **SECONDARY SCHOOL ACTIVITIES**, McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36, N.Y.

Johnson, E. G., and R. C. Faunce, **STUDENT ACTIVITIES IN SECONDARY SCHOOLS**, The Ronald Press Company, New York.

McKown, H. C., **EXTRACURRICULAR ACTIVITIES**, The Macmillan Company, 60 Fifth Ave., New York 11, N.Y.

Miller, F. A., J. H. Moyer, and R. B. Patrick, **PLANNING STUDENT ACTIVITIES**, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

**VITALIZING STUDENT ACTIVITIES IN THE SECONDARY SCHOOL**, Bulletin No. 124, Vol. 36, (Feb. 1952), National Association of Secondary School Principals, 1201 Sixteenth St. N.W., Washington 6, D.C.

### MAGAZINES

**SCHOOL ACTIVITIES**, 1041 New Hampshire St., Lawrence, Kansas. This magazine covers the entire area of student activities, each issue including several articles on the student council. About one-half of all the articles listed in the National Association's **YEARBOOK** each year come from this journal.

**STUDENT LIFE**, National Association of Secondary School Principals, 1201 Sixteenth St., N.W., Washington 6, D.C. In addition to reflecting the many facets of curricular and extracurricular activities, this magazine includes special sections on "Student Council News," "Honor (National) Society News," "Press Clippings from School Publications," and "NASC on the Wing."

Past as well as current numbers of these magazines are valuable and easily available.

### PUBLICATIONS OF PREVIOUS WORKSHOPS AND CONFERENCES

Every student council workshop and conference issues a program for use during the event, and a majority publish a final report following it—which includes general and discussion session summaries, recommendations, and other pertinent material.

Quite a number of workshops now publish this "program" in the form of a bound mimeographed workbook which not only includes the program's details, but also suggestions for the utilization of the library, exhibits, consultants, etc. Under each topic and question blank space is provided

for the delegate's notes, reports, assignments, and other personal records.

Naturally, a particular workshop should display such material from previous workshops. In addition, similar material can be obtained from the State Executive of the student councils of other states. A list of the names and addresses of these officers will be found under the heading "Student Council Summer Workshops," published in a spring number of *STUDENT LIFE*.

#### SCHOOL EXHIBITS

A wealth of useful material is to be found in school newspapers, handbooks (especially), programs, reports, bulletins, and other published items, minutes of meetings, and bulletin board notices, posters, charts, photographs, and exhibits. Delegates and sponsors can be asked to bring these for display and use by the workshop.

#### MATERIALS FROM N.A.S.C.

National Association of Student Councils,  
1201 Sixteenth St. N.W., Washington 6, D.C.

**CITIZENSHIP IN ACTION**, 16mm. sound film, running time about 23 minutes. May be rented or bought. Contact E. L. Richardson, Audio-Visual Center, Indiana University, Bloomington, Indiana.

**OFFICERS KIT, YEARBOOK, THE STUDENT COUNCIL IN THE SECONDARY SCHOOL**, magazine reprints, and other materials.

### Among The Books

**YOUNG DANCER'S CAREER BOOK**. By Regina J. Woody, with a foreword by Lydia Joel. 185 pages. E. P. Dutton & Company, 300 Fourth Ave., New York 10, New York.

This is a most important book for the dancer to own and use. It is guide, counselor, and critic. Provocative and challenging, it offers tried and trustworthy advice with wit and imagination. For the answer to any question, just turn to the page; it anticipates every problem.

This book speaks with authority on subjects of the greatest importance to young dancers. From how to evaluate one's own talent to how to get a Ph.D. in modern dance is clearly outlined in

simple language. How much education a dancer really needs, how to train for the classic ballet, choreography for modern dance, how to get a job, what guild to join on becoming professional, and countless other pertinent questions are answered at length.

The book includes eighteen chapters under the headings of Learning to Dance; and Earning a Living in the Field of Dance. In addition, it has Acknowledgments; Introduction; Table of Contents; Bibliography; A Partial List of Dance Periodicals; and Index.

**THE AMAZING BOOK OF BIRDS**. Written and illustrated in color by Hilda Simon. 128 pages, size 7 1/8" x 9 1/4". Hart Publishing Company, Inc., 74 Fifth Avenue, New York 11, New York. \$3.75.

This book on birds provides a wonderful introduction to the fascinating world of bird life. It is the fruit of many years of study and diligent research by the author-artist. In each of its many drawings, scholarship and beauty are skillfully combined with rare harmony.

Although the book features unusual and exciting ornithological facts, it also provides a comprehensive study of ordinary bird life.

The immense diversity encountered in the world of birds is portrayed in fascinating detail. The hummingbird weighing but one-tenth of an ounce is compared to the ostrich which weighs as much as 48,000 hummingbirds. This book describes birds that can fly 200 miles per hour; birds that sew their nests together with thread; birds that seem to walk on water; birds with eyes that see in two different directions.

**THE AMAZING BOOK OF BIRDS** is designed to encourage youngsters to delve deeper into the field of ornithology. The chapters include fascinating data about: Equipment of Birds; Nests and Eggs; How Birds Fly; Bird Migrations; Exceptional Birds; How Birds Get Food; Odd Ways of Birds; and Birds of the Past.

#### GUIDANCE BOOKS

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Albert M. Lerch

The Continental Press, Inc.

Elizabethtown, Pennsylvania



# ASSEMBLY PROGRAMS

for May

## VARIETY PROGRAMS FOR THE SCHOOL ASSEMBLY

Presenting the variety program for the school assembly is a worth-while compensating activity. "Variety is the spice of life," states Cowper; but Webster is more specific when he says "Entertainment, such as given in a variety show, is a presentation comprising a series of performances—usually songs, dances, and acrobatic acts."

However, variety programs for the high school assembly must include the Thespian arts of music, dance, dramatics, and speech. These arts, presented in specialty acts with speech and comedy routines, demand production techniques of detailed planning and preparation of continuity. The sponsor is in reality a producer-director. The school assembly must present aesthetic, idealistic, and educational values.

The variety program for assembly is similar to producing a live television program but is more difficult. The school sponsor deals with amateurs. Production is complex. Recently the writer was given the assignment of presenting a Thanksgiving program involving more than 300 students with the announcement that the girls' chorus would sing only patriotic selections and the glee club the Thanksgiving songs.

Whether the program involves eight to ten persons the principles are the same. Planning is like an equilateral triangle. The audience, the program, and the production form the sides.

### Analysis of the Audience

Success of a program is measured by audience appreciation. In an analysis of a high school audience, the majority have good listening manners; a few do not. The group is a captive audience called together by the principal. They must see and hear the program.

In this modern age, aesthetic values have not been fostered. This is a scientific age of realism.

Some members of the faculty whose educational attainment is that of advanced degrees vociferously proclaim that any assembly program is a waste of time. "It does not develop theoretical thinkers and foster scientific knowledge." Their reasoning is fallacious. They belong to the group of reactionaries in American educational philosophy. They are the Mr. Dooms in modern life.

Vibrant healthy young Americans form the majority of the listeners. The goal of the director is to sugar-coat knowledge, create high ideals,

## UNA LEE VOIGT

*Enid High School*

*Enid, Oklahoma*

and

## ALBERT B. BECKER

*Western Michigan College*

*Kalamazoo, Michigan*

present worth-while numbers that motivate students in their pursuit of knowledge. The audience will react favorably by expressing appreciation when they realize that the primary purpose of the show is to entertain them. Appreciation is the evidence of an educated person. An educated person accepts a gift by voicing his appreciation.

Members of the audience can not comprehend the organization, skill, and techniques that a program requires. Most of them do not understand the principles of any kind of art. They judge by the emotions—their likes and dislikes.

Television producers and directors have developed a convenient division of program production work. "Above the line" elements consist of writing, performing, and producing. While "below the line" elements are production facilities as stage or studio, sound, properties, wardrobe, makeup, prompting, and lighting effects.

"Above the line" elements include all functions the director must organize as the following:

- Performers
- Supporting cast including actors, singers, dancers, and specialties
- Student directors and producers
- Script writers
- Script mimeographing
- Art designer
- Set designer
- Costume designer
- Rehearsal time
- Choreographer
- Choral director
- Musicians

### Forms of Variety Shows

Musical variety programs include talented students, glee clubs, choruses, high school bands, folk singers, local and hill billy dance bands.

The piano, Hammond electric organ, accordion, and all musical instruments give additional variety. Recorded and transcribed music instruments are also available. Local radio stations and music dealers are available sources.

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In old vaudeville days, the revue was popular. Signs were posted on either side of the stage. The act was not announced by an emcee. In modern days, the role of the emcee is important. The emcee makes the show. Ed Sullivan's "Toast of the Town" became the "Ed Sullivan Show." Comedies, songs, and dances from all over the world are stressed. This is a straightforward variety format.

For the school variety show a theme should be selected similar to destination on a trip. The route or course of action follows. A locale, a city, country, or the circus is determined. A cavalcade of songs and dances associated with history is delightful material.

The highlights of a famous American biography can be presented. Lincoln is a good example. The agenda consists of favorite songs and dances of that pioneer period and includes a short speech or anecdote.

In a recent committee meeting, one student proposed the old showboat theme. A Hammond electric organ would provide continuity, music, and sound effects for a variety program depicting traditions of the "Old South."

A teacher's or student's life provides a good format. The teacher goes to Mexico, France, and Spain. The travel assembly program is presented by this original setting.

### Qualifications of Performers

In auditions for numbers, high standards should be the criteria for participation. Requirements for speakers and musicians should be as follows:

1. Interpretation of speech or music should be evidenced rather than mechanical recitation. Communicating is the performer's primary purpose.
2. Style should be individualistic and original. A singer or speaker should strive to develop his own creative ability as an artist or personality.
3. Poise should be evidenced. Poise is the impression of naturalness that a speaker, singer, or performer presents. Good grooming, pleasant expressions, coordination of gestures, and movement aid in creating poise. Confidence must be evident at all times, especially when unforeseen events arise similar to that of a microphone going dead.
4. Tone production is mandatory in a performer. A student should have sufficient volume

and power to insure a pleasant quality that is neither harsh nor nasal.

5. Pitch is more important to the singer than the speaker. The singer must have the ability to stay on key.

6. Good diction is a prerequisite of the speaker and singer. The listener must hear the words distinctly and clearly. Words should not be enunciated slovenly nor too precisely. Pedantic speech is more disgusting than slurred diction. Pedantic diction signifies insincerity. The desire of the speaker or singer is to impress. His attention is not focused on communicating the thought to the listener—only on making an impression by his mechanics.

7. Flexibility is another requirement. It is the ability to perform in various types and the ability to adapt quickly to changing circumstances, to make quick adjustments to tempo without becoming flustered. This is a requirement on stage or in front of the camera. This also includes range. Both singer and speaker must have a wide voice range neither limited nor narrow in order to affect an audience.

#### Planning the Program

Several principles determine the theme.

1. Where is the highlight of the program? The focus of attention can be on three elements—the emcee, as the Jack Paar show; the program theme as Perry Como's show; or the talent as the Steve Allen show. Names also attract listeners. This was evidenced in a recent faculty assembly program. The theme was "Pages From Your Teachers' Lives." The writer introduced each teacher by relating his educational achievement, his hobby, and/or his travels. Other teachers participated in folk dances, songs, and novelty numbers. The principal displayed his talent with a lasso and a harmonica solo. The program featured talent.

2. Every program should have a **climax**. The high point comes near the close. Starting with a good snappy act is essential in a television show with stars presented near the close. This is also good on an assembly program. Correct timing is a commandment on TV and should also be kept on the assembly program. Applause is regulated by the emcee.

3. The program must have **unity**. Grab bag numbers are ineffective. Selecting a theme prevents this pitfall.

4. The program must have variety. Extremes are not necessary but the four Thespian arts should be included.

5. Effective programs present an original idea requiring creative ability—a new pattern or change from the way programs are presented.

Just an old idea in a new dress is all that is required. It is like a new curl of the carrot in a salad. This gimmick is difficult. To copy a radio or television show, giving to it an individuality of its own, is done by many directors in professional fields. Stations and writers tend to copy and repeat formulas of existing programs. Originality is better but the similarity is enjoyable.

Success of the program depends primarily on the reception by the audience. Effectiveness depends on the ability of the participants, especially the emcee, the balance and placement of numbers, the creative ability to write original, continuity, and the imaginative ability to stage the program.

All this is done with the cooperation of the group. However, the director must use a firm decorum and propriety in planning the variety program. Too much responsibility given to an uninhibited youth will lead to the pitfalls of low burlesque and disgusting buffoonery.

#### THE STYLE SHOW ASSEMBLY

This style show assembly, sponsored by the home economics department, fits in beautifully with the May calendar. Gowns are finished and selections from the entire lot of dresses can be made as to which will appear in the style show. If it is possible, every girl in the home economics department should model one article.

Because the talented seamstress does not always show a positive interest in dramatics, this program will give her an opportunity to acquire the stage poise without the speaking which often goes with most other types of stage roles. One idea for the home economics style show where the clothing classes model their creations is as follows:

Use a spring garden setting. Set a wall on either side up stage with an archway and steps leading in the center to main center. In front of the wall on either side place a garden table, chairs, benches. The narrator, on far left stage, introduces each girl and gown. The model pauses in the archway before going down the steps and to specified table or bench, or out left or right exit.

The gown must be studied by the director and careful arrangements of color made of those gowns which remain on stage during the rest of the modeling. To make this more casual some of the models may go out together after having had a coke at one of the tables. During this program a waiter can serve those on stage at appropriate times.

It is advised that not more than seven remain on stage during the show. Otherwise, they may distract from stage balance, as well as from the

model being discussed. Background record music of light waltzes help set the spring mood plus the invaluable help they offer in improving rhythm in walking.

Many variations of this idea may be made according to size of cast and stage scenery available. One word of caution: ample practice time must be given this program, so that the models are poised and confident, and so that music, narration, and stage composition give a professional touch to this assembly.

### Results of a Study of THE HIGH SCHOOL ASSEMBLY

Fifty-six southwestern Michigan high school principals answered the questionnaire. The schools represented ranged in size from 125 to 2,356 pupils, with an average enrollment of 675.

#### WHO IS RESPONSIBLE FOR PUTTING ON ASSEMBLIES:

|  |    |
|--|----|
| Principal alone .....  | 30 |
| Principal and student council .....                                | 6  |
| Principal and assembly committee .....                             | 4  |
| Principal and staff .....  | 3  |
| Principal and others .....   | 4  |
| Assistant principal alone .....                                    | 3  |
| Speech teacher alone .....   | 3  |
| Others (assembly committee, superintendent, student council) ..... | 3  |

#### SCHEDULE OF ASSEMBLIES:

Of the 54 replies 21 did not hold regularly scheduled assemblies during the year. The schools holding regularly scheduled assemblies scheduled an average of 25; one held as many as 40 and one only 2.

#### ASSEMBLY BUDGET:

|                                |             |
|--------------------------------|-------------|
| Schools having no budget ..... | 30          |
| Schools having a budget .....  | 22          |
| Amount budgeted .....          | \$100—\$500 |
| Average .....                  | \$254       |

#### USE OF PAID SPEAKERS OR PERFORMERS:

|   |  |
|---|--|
| Of the 54 replies:  |  |
| 3 used none.  |  |
| 25 used School Assembly Service.  |  |
| 10 used Sorenson Lyceum.  |  |
| 7 used local industry, such as, Detroit Edison Co., Consumers Power Co., Bell Telephone Co., and General Electric Co. |  |
| 3 used Paulus School Assembly.  |  |
| 1 used Antrim Bureau.   |  |
| 5 used two or more of the above agencies.   |  |

The average high school used 4 paid speakers

or performers and spent over \$46 for each speaker. The range was from \$40 to \$450 per year.

#### USE OF COLLEGE STUDENTS FOR PROGRAMS:

|   |    |
|---|----|
| Schools that replied .....  | 53 |
| Average of programs .....   | 1½ |
| Not using college students .....                                    | 16 |
| Choral groups seem to be the most popular type of college programs. |    |

#### HOW MANY SCHOOLS UTILIZED FACULTY MEMBERS:

|  |  |
|--|--|
| 45 schools averaged 2½ programs put on by faculty members. |  |
| 5 used 7 faculty members during the year.                  |  |
| 1 used 20 faculty members during the year.                 |  |

#### HOW MANY SCHOOLS UTILIZED STUDENTS:

Thirty-eight schools averaged 8 assemblies put on by the students. One school used 30 student assemblies and one used only one.

The groups called upon for these were:

|                                  |    |
|----------------------------------|----|
| Student council .....            | 45 |
| Chorus or glee club .....        | 45 |
| Band .....                       | 45 |
| Athletic department .....        | 42 |
| Dramatic group .....             | 35 |
| Debate and public speaking ..... | 23 |
| Others .....                     | 16 |
| Classes .....                    | 11 |
| Orchestra .....                  | 10 |
| Home room .....                  | 1  |

#### HOW MANY USED EXCHANGE ASSEMBLY PROGRAMS:

|  |  |
|--|--|
| 36 used exchange assembly programs.                              |  |
| 14 did not use exchange assembly programs.                       |  |
| 10 of the 14 who didn't, mentioned dropping exchange assemblies. |  |
| 2 mentioned adding exchange assemblies.                          |  |

#### PROBLEMS CONNECTED WITH ASSEMBLY PROGRAMS:

|  |    |
|--|----|
| Poor facilities .....                      | 17 |
| Student behavior and interest .....        | 12 |
| Quality of program .....                   | 11 |
| Scheduling .....                           | 10 |
| Finances .....                             | 5  |
| Time .....                                 | 5  |
| Variety in student range of interest ..... | 5  |
| Too many programs .....                    | 1  |
| Poor preparation .....                     | 1  |
| Lack of reference material .....           | 1  |
| Teacher objection .....                    | 1  |
| No problems .....                          | 6  |



# News Notes and Comments

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## **Bombay Skater Gets U.S. Flag**

Sam Driver, an amateur roller-skater of Bombay, is the proud recipient of an American Flag, especially flown for a day on the U.S. Capitol, in response to his request to a penfriend in America.

This is a typical example of the activities of the People-to-People Program sponsored in 1956 by President Eisenhower to encourage American citizens to develop personal contacts with people of other lands as a means of promoting understanding and peace. Thousands of Americans and scores of U.S. organizations are now participating in this program at the "grass root" level, exchanging notes on hobbies and home life with people of more than 50 countries around the world.

Just such a contact was established three years ago by Driver with the editor of the Skating Reporter of Dumont, New Jersey, of which he is a regular subscriber. Incidentally, it is perhaps the world's only publication devoted entirely to roller skating. Recently Driver wrote to editor Vi Koch requesting "a flag of your country where there are millions of ways to enjoy life as nowhere else in the world." And his penfriend took prompt steps to buy a flag 5 x 3 feet and get it especially flown for a day on the Capitol, headquarters of the U.S. Congress, before sending it to him.—Skating Reporter

## **Promote Orientation Program**

College Night at Easton Junior-Senior High School (Pennsylvania) was called to the attention of local citizens by a full-page announcement in the "Easton Express," sponsored by the P.T.A., the American Association of University Women, and 18 local business firms. The event, arranged by the school's guidance department to encourage students to attend college, was advertised not only as a family affair but as an activity, that concerns community and nation as well.—National Congress Bulletin

## **Copper-Nickel Coins**

The earliest known copper-nickel alloy coins are those minted about 170 B.C. in Bactria, a kingdom in northwestern India which was conquered by Alexander the Great in 326 B.S.—White Metal News Letter

## **Pupils Tackle Traffic Problems**

Careless and hazardous drivers may soon find their dangerous behavior recorded on film—not

by police, but by local high school pupils working on traffic safety programs. In their clubs and through other activities, teen-agers will analyze their findings and embark on a number of activities to correct the situation.

This is one of numerous projects expected to be developed under the new traffic safety program announced recently by the secretary of the National Commission on Safety Education, NEA. Aim of the program is to help high school pupils attack the problem of traffic accidents which have taken more lives in their age group than in any other. The program is also expected to influence traffic safety among all citizens. . . .—Indiana Teacher

## **Ode to Litterbugs**

Roadside parks serve to remind us  
Beauty should be there to stay,  
We should leave clean spots behind us  
All the refuse cleared away;  
So when the next group starts to picnic  
Or watch the moon glow through the dark,  
They will not need to ask this question—  
"Here's the litter—Where's the park."

—M.M.F.

## **Audio-Visual Club Meets**

The first state convention of the Missouri Audio-Visual Service Club was held at the High School at Ferguson, last spring. This club is sponsored by the Department of Audio-Visual Education of the Missouri State Teachers Association. It includes students in both elementary and secondary schools interested in helping care for and operate audio-visual equipment. State officers were elected and the state organization was strengthened.—School and Community.

## **Atomic Rock and Roll**

Formula for producing a better science: Teach him to make music. According to Dr. Hobart H. Sommers, learning to play a musical instrument requires concentration, mental discipline, mathematical precision, perseverance, teamwork, and cooperation. There's no such thing as "almost right" in music. Eight million school-age children now play instruments or study music—more than three times as many as were studying ten years ago.

"The carry-over of music training into other studies is shown," says Sommers, "by a recent



survey of 200 colleges . . . officials of 196 declared that musically trained students were far superior to others." Another national survey showed that 90 per cent of all elementary school honor students play some kind of musical instrument.—*Journal of Florida Education*

#### Recreation Spots Are Valuable

Practice good outdoor manners when you visit parks, beaches, and other recreation areas. Always dispose of your trash in a proper receptacle and help keep America clean, safe, and beautiful!

#### Students Learn On the Job

"Teens Intern in City Government," is the title of an excellent article in the January issue of "The Ladies Home Journal." High school students "work" in some department of the city government, help make the department more efficient, learn a great deal about the activities of their city and government—a sure foundation of responsible citizenship.

#### Marionettes of Wood

Marionettes can be made from three-fourths-inch wood scrap, spools, large wooden buttons, and dowel sticks. Children can saw the pieces with a coping saw, sand and paint with enamel. Joints may be screw eyes, cloth, or leather.

Plumbers' sheet lead may be cut and nailed to the bottom of the feet for weights and fastened to any other part needing such balance. Stringing should be started with the head string; the strings cut for hands and feet at rest; then another body string and any others needed. Spool puppets can be manipulated with a single string.

The puppet should be dressed before stringing and the screw eyes screwed through the clothing into the wood.

A recording machine is an excellent device to use in all performances of puppets.—Galene J. Myers; Grade Teacher

#### Why Subheads Are Necessary

Subheads in a story are as necessary as intermissions in a play. They provide the reader with resting places, they furnish him with points of reference and they break up long, forbidding stretches of type. A few pointers about them may not be amiss.

1. Content: Like a headline, a subhead should be informative. It should refer to the paragraph immediately following or, at worst, the second paragraph following. Any more remote reference seems to be irritating to the reader.

2. Placement: Subheads should be inserted every three or four paragraphs, but especially: (a) Where there is a break in the subject matter; (b) At the end of a section carrying paragraph dingbats; (c) Ahead of the introduction to a listing or text (but never after a colon, which is equivalent to inserting them in the middle of a sentence); and, (d) Atop every shirttail in a spread story.—*The New York Times*; *The School Press Review*

#### Club Has Excellent Program

The Mankato Kayettes sponsored a Father-Daughter Banquet at which they carried out the theme "Back to School." Favors were little sacks of marbles, report card place cards, and tiny paper "lunch sack" nut cups. The fathers and daughters wore dunce caps. The tables in the gym were arranged in a square and in the middle of the square was a miniature schoolyard. The stage was decorated like an old fashioned school. The program was a musical with the girls dressed as boys and girls and sitting in two-seater desks. One of the fathers sang "In the Little Red Schoolhouse."—*Kansas H.S. Activities Journal*

#### Guidance Programs "Inadequate"

Guidance and counseling services in Illinois schools are "decidedly inadequate" and are being conducted for the most part by insufficiently trained personnel, according to a report made recently to the Allerton House Conference on Education.

Principals, teachers and counselors, and students were queried separately in a sampling of 50 Illinois schools. Only about half the schools reported having an organized counseling program. Few schools had full-time, properly trained counselors; four schools had a counseling director devoting one half or more of his time to this activity. Less than a third of the students thought counseling services were understood and used by most students.—*Illinois Education*

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# How We Do It

## IT'S REALLY FIERCE—DIS YANITOR BUSINESS

"Ay yust lak to see dem fallars be yanitor, by golly, yust vun week. Ay bat you den, by yiminy, dey not say it so easy yob."

It was Ole. He was talking to himself. Ordinarily he was quiet and as self-effacing as anyone could wish. But this morning he was on the warpath about something and was banging things about at a great rate. It was Saturday. No one else was around, so I lighted my pipe and sauntered down. Fear for the safety of the furniture not unmixed with curiosity prompted my action.

"What's the matter, Ole?" I inquired.

"De tam loafers," he spluttered as he looked up somewhat shamefacedly, "Dey get me mad sometimes. Ay yust lak to see dem be yanitor for a while—see how dey lak it. Ay bat you dey don't think it so easy after dey try it vonce."

I sat down on a convenient soap barrel and prepared to listen. Ole continued.

"Ay come here five o'clock and make fire. Den ay dust all de rooms and clean de toilets. Den ay shovel de snow off de valk so de tichers don't get deir stocking vet when dey come. Den ay fix de fires again. Nine o'clock ay go home for breakfast. Ten o'clock ay go postoffice on my vay back to vork, and de bunch dat hangs around Tony's say to me: 'Yee, you got easy yob.' Dey make me mad.

"De tam loafers! Ay put in four hours' hard vork before dey even got up from bed. Den dey tal me ay got easy yob! Ay tal you ay yust lak to see dem clean furnaces and haul out ashes and sveep floors and dust furniture and shovel coal all day from five o'clock morning to ten at night. Ay bat you dey get deir hands dirtier dan dey ever was before. Yes, sir, ay bat you dem fallars have appetite for supper dat day all right. And dey don't say it so easy to be yanitor, ay bat you."

"Yes, you do have long hours, Ole," I agreed. He went on.

"And dat ain't all. De tam kits, dey makes me mad too. Dey vant everything. 'Where's my fiddle? Where's my coat? Ole, did you find my red mitten? Ole, please do unlock my room. I left a book up there.' Ay should den go up to the third floor and unlock a door so he can take a book home so his fadder can vork his arithmetics for him! Yee wiss! Dey gets me mad, dem kits.

"And ven Christmas come do dey gif me any Santa Clauses, dem kits? No, sir. Dey steals my hat and my pipe and my coat, and make a snow man on de lawn dat looks lak me and makes

peoples to laugh. Yee, it's fierce, dis yanitor business.

"Ay tal you dey're regular devils, dem kits. Dey tear paper on de floor, and it von't sweep up. Den ven ay stoop over to pick it up dey bump me from behind and say 'Scuse me.' If ay vas ticher ay would beat hal out of some of dem kits, ay tal you. Dey draws pictures of me on de valls for me to vash off.

"Dey shove apples down de drain so ay have to plug dem out. Dey comes in at recess time and tell me ticher vants more heat. After recess ticher sends me down a note and tell me: 'What you trying to do—burn me up?' Ay yust lak to get me hands on dem kits vonce."

"Yes, children are mischievous," I admit.

"Mischievous, you calls it." Ole snorts. "Say, you don't know nodding. You're de supertender. You don't know what dem kits do. Ay lak to see you vonce try to make dem kits behave. You couldn't make dem eider, ay bat you."

"Well, the teachers . . ." I began.

"Huh, de tichers!" Ole exploded, "De tichers is vorser dan de kits. Dey always vant something. One day it is: 'Ole, move my desk over here!' Next day it is: 'Ole, move it back again.' 'Ole do dis.' 'Ole, do dat!' Always something. Dey lets de kits throw paper on de floor. Dey lets dem spill ink. Dey lets dem vittle deir names in deir desks. Dey lets dem drag in mud, instead of making dem to vipe deir feets. Den ven de room gets to looking vorstest, dey tal you about it, and you give me hal. Yee, dis yanitor business is terrible.

"And alvays about de heat. Dey comes in here, dem tichers, wearing short sleeves in de winter time, and stockings you could read newspaper through, and de room is too cold. Ay turn on more heat, and five minutes later it is too hot. Dat new ticher, now—yesterday she sends a boy down dat ay should have give her more heat. Den he tal me, 'Don't you do it, Ole, 'cause it's too darned hot now.' What should ay do in a case lak dat, eh?

"Once ay tal a ticher why don't she put on some more clothes, and she try to get me fired from de school board. Den ven ay gets dem tichers trained so maybe dey know a little something, dey goes off and gets married to a fallar, and ay got to train a new vun all over again. Yee, it's an awful yob, dis yanitor yob."

"Oh, you've got a lot of work—" I began sympathetically. Ole interrupts: "Always something to do here dat you don't know how. Yee, wiss! Ven ay vas a miner, ay vas yust a miner, and all ay had to do was mine iron ore. Here ay got to

be every bloody thing. 'Ole, my trombone's bust. Please, will you solder it up for me?' 'Ole, my fiddle's cracked. Could you maybe glue it together again, my fadder says?'

"'Ole, my key won't fit my lock. Could you fix it, please?' 'Yee, wiss! I should be a horn fixer and a fiddlemaker and a locksmith. When de lectrish goes off, I got to be a lectrishian. When de vater pipe busts, I got to be plumber. Ven de flag rope breaks, I should climb de pole and put new vun in. Den dey say ay got easy yob. Yee . . ."

"Well, the summer time isn't so bad," I began. "Plenty of time to do your cleaning. Two weeks off . . ."

"Say," snorts Ole, "de summer's vorser dan de vinters is. Ay gets cricks in my back and maybe falls off de ladder vashing ceilings. Ay breaks my back and vears out my knees scrubbing floors. Den ven ay gets a floor fresh varnished some ticher comes and asks: Please, can she get her fountain pen she left in her desk last May? Ay got to vash valls and maybe paint part of dem again. Ay got to clean furnaces. Ay got to clean toilets, ay got to clean—everything.

"Ay got to scrape de scratches out of de desks dat de kits scratched ven de ticher vashn't vatching. Ay got to fix de chairs and fix de desks and fix de shades and fix de shelves, and fix de locks and fix de showers. Ay lak to fix some of dem kits dat busted some of dem things. Dat's vat ay lak to fix. Den ven ay am resting any can mow de lawn vonce a veek, and vater it every odder day and trim de shrubs and dig de dandelions.

"De vorst of it is—just ven ay gets everything done—just ven ay gets de vindows all vashed and de furniture all polished and de floors all vaxed, and de curtains all hung, and de steps all painted—just ven ay gets everything spick and span by dat time it is September and de kits comes in and dirties it up all over again.

"Yee, it is fierce, dis yanitor business."—A Superintendent, L. R. Kilzer, Department of Education, University of Wyoming, Laramie, Wyoming

#### THE PHOTOGRAPHY CLUB NEEDS MANY HELPS

It is highly desirable that some room in the school be assigned as the regular meeting place for the photography club. This avoids confusion and makes it possible to have a club bulletin board, a club library, and storage for club properties.

It is also desirable to have some regular place for the club to exhibit the work its members are doing. This may be a portion of the exhibit space of the art department, an easel in the lobby, etc.

A number of traveling print exhibits can be scheduled by the club. These range in size from 15 to 75 prints on 14 by 17-inch or 16 by 20-inch mounts. There should be facilities for displaying

these exhibits to the entire student body. This is usually possible through the cooperation of the art department.

Workrooms are almost required if service projects are to be undertaken. A darkroom large enough to permit several students to work at the same time is desirable. Since so much time is spent in print production, it is ideal if a small darkroom for handling negative materials and processing them can be separate from the printing room. An area 5' × 5' is large enough for this purpose. Suggested arrangements for school darkrooms are available from Sales Service Division of Eastman Kodak Company.

Spotting negatives and prints, trimming and mounting, and layout of finished jobs should not be done in the darkroom. They should be carried out where the light is good and adequate table space is available. It is unlikely that the camera club can have a space all of its own, but perhaps the art department can cooperate.

Almost every club will want to do some work in portraiture, still life studies, and close-ups of small objects. This involves studio space. By this, we mean an area where backgrounds can be set up and enough electric current is available to handle four or five No. 2 photofloods. The auditorium stage is an almost ideal answer. Answers to this problem turn up in peculiar places. In one school, a caretaker who was an ardent photographer provided a boiler room with the extra space needed.

#### The School Camera

Almost every member of the camera club will have a camera. Some will have home darkrooms. Why, then, is it important to have a school camera? Most of the cameras owned by members will be simple roll film cameras or miniatures using 35mm. film. While these are satisfactory for personal snapshooting, they will not be adequate for some of the picture-taking assignments that may be undertaken.

For instruction purposes and advanced work, a camera with ground-glass focusing is important. It should permit use of sheet film and synchronized flash with an extension unit. A tripod that will hold the camera steady at a height of 5½' or 6' is another must. From the point of view of economy, both in materials and darkroom equipment, either 2¼" square, or 2¼" × 3¼" negatives are large enough for turning out high quality work.

In many schools, cameras for 127 film or 35mm. film are generally available. Much press photography, these days, is being done in these sizes. School yearbook, and school newspaper pictures are often done in these sizes, too. However, more careful exposure, and much more

careful processing and handling of the negatives are required.

Color slide making is important in most schools. Slide stories about school activities are used in school programs, and instructors use slides made in school of class projects. Close-up slides of science specimens, book illustrations, and art are needed, and title slides for lectures are being prepared in schools with increasing frequency.

All these things can be done with the average 127, or 35mm. camera. Literature on art work preparation, legibility standards, and slide making is available from the Sales Service Division of the Eastman Kodak Company.

#### **Outside Resources**

It is a rare school that will have a faculty member who is sufficiently skilled in photography to be able to answer all the questions arising in the course of the work of the camera club. Yet in the community there are usually men who can provide the answers. So, it is logical that one of the jobs of the club adviser is to recruit the services of men and women in the community who can supplement his own knowledge and skill in photography. Help will be found among the professional photographers, the photographic dealers, advanced amateurs, advertising agencies, and the local newspaper. If approached properly, these folks can be persuaded to take an active interest in the affairs of the club. This will not only increase the benefits the students will derive from the club, but it will also provide another profitable point of contact between the school and the community.—Personnel Director, Eastman Kodak Company, Rochester 4, New York

#### **"KEEP AMERICA BEAUTIFUL" SCHOOLWIDE ACTIVITIES**

Ask student government to set up rules for keeping halls, lunchrooms and grounds clean with student supervision. These can be presented at School Assembly. Elect new student supervisors each week. (A teacher sponsor can be assigned to coordinate these activities.)

Cleanup campaigns: schoolground; Adopt a Vacant Lot beautification project; "Clean Up Your Block" drive, including alleys, which tend to accumulate much litter.

Provide adequate trash receptacles, having students design and build new ones if needed—or clean and paint existing units.

Other activities can be taken over by shop classes (building car litter containers, trash receptacles, and flowerboxes); dramatic clubs (writing plays, songs, skits, etc.); art classes (designing posters); band and music classes (writing songs or presenting "Litterbug Rag," "America the Beautiful," etc.); journalism students (writing news stories for school and local paper).

Invite the Mayor or other official to meet with student government leaders or talk to an assembly about the school project and how it fits into the over-all community anti-litter program.

Use litter-prevention announcements over school public address system (also at football games and other sports events) and on school radio and TV programs.

Stage litterbug demonstrations at half-time at football games and other sports events.

Set up anti-litter exhibits in library or other appropriate place. Display posters in school and city busses.

Arrange for radio and TV appearances in which students can tell about what they are doing. Prepare stories for school and community publications.

Arrange for films, filmstrips, and photographic displays about litter-prevention, beautification, and community improvement.

Have students present "Keep America Beautiful" assemblies in elementary schools. These assemblies could begin with Salute to the Flag and end with singing "America The Beautiful" and "Litterbug Rag."—Keep America Beautiful, 99 Park Avenue, New York 16, N.Y.

#### **SCHOOL AND ROTARY PROMOTE PUBLIC RELATIONS**

For more than a quarter of a century, the Du Quoin Township High School, Du Quoin, Illinois, has cooperated with the local Rotary Club in an Annual Historical Essay Contest.

As a requirement in American History classes taught by D. W. Hortin, and J. E. Thornton, students write term papers on topics selected by the students and approved by the instructors.

The purpose of the term paper project is many fold. In the first place, it gives the student an introduction into research work in preparation for work of this type which is required in college and university.

In the second place, the student has a chance to be creative. The student may use his own initiative in the form, style, content, and makeup of his paper. The student is permitted and encouraged to be original. It serves as a device to motivate learning.

In the third place, the student learns how to read for information, learns how to take notes, to condense, and finally how to organize material.

Finally, writing a term paper in American History classes at the Du Quoin Township High School has an added incentive. Through the long established custom of the local Rotary Club, students are awarded cash prizes for the three top essays or term papers in the amounts of \$5.00, \$3.00, and \$2.00. Furthermore, the top ten stu-



dents are invited to meet with the Rotarians on a given meeting night where they enjoy a delicious meal, an enlightening program, and the fellowship of Rotarians.

Another worth-while feature of the project is that it creates a better understanding among business and professional men of the Rotary Club, and the teen-agers themselves. In short, it is a very outstanding technique for bettering public relations.

All too often, athletics are overemphasized in schools. Athletics has a vital role in the entire structure of the educational system, yet it should not always take precedence over scholarships. In our term paper project, as it is set up at Du Quoin Township High School, scholarships are stressed, not only in the school, but by a nonschool group as well. Therein exists a desirable and worthwhile ingredient in cementing good relations between the school and public.—D. W. Hortin, Assistant Principal, Du Quoin Township High School, Du Quoin, Illinois

## Comedy Cues

### Silence Is Golden

A certain village Justice of the Peace who fancied himself a learned jurist, kept a mail order catalog between the calf covers of an old law book in front of him. Once when a traffic violator was brought before him for sentencing, the learned jurist put on his glasses, opened up his mail order lawbook, cleared his throat, and pronounced the fine \$14.98. The hapless defendant protested that he never before paid more than \$10 for speeding but the arresting officer whispered in his ear, "You'd better shut up. You're darn lucky His Honor put his finger on pants instead of pianos."—Ex.

—\*—

### Slow-down

Three turtles decided to have a cup of coffee. Just as they got into the cafe it started to rain, so the biggest turtle said to the smallest turtle, "Go home and get the umbrella."

The little one replied: "I will, if you don't drink my coffee."

"We won't," the other two promised.

Two years later the big turtle said to the middle turtle: "Well, I guess he isn't coming back, so we might as well drink his coffee."

Just then a voice called from outside the door, "If you do, I won't go."—Ex.

## What You Need

### PRODUCE RELIEF MODEL CHART

The first Geographical Terms chart in true-to-life third-dimension has been produced by Aero Service Corporation, Philadelphia. The realistic new teaching tool lets pupils see and touch land forms and features for better understanding. Measuring 42 by 46 inches, the model is printed in five naturalistic colors on sturdy vinyl plastic. Highest point of the 3-D model stands up a full two inches. A complete list of 150 geographic terms with definitions is shown beneath the model. A special plastic-coated surface protects the model from dust and fingerprints. Grease pencil markings can be removed with a damp cloth. A 37-page teaching manual is provided with each model, outlining many exercises and test questions. For more information: Please write Ted Kenney, 210 East Courtland Street, Philadelphia 20, Pennsylvania.

### RELEASE NEW FILM

Teachers will be interested in the new film, "Flannel Boards and How to Use Them," produced by Bailey Films, Inc., 6509 De Longpre Ave., Hollywood. Designed for use by in-service and pre-service teachers, this 15-minute color film shows how to make a variety of simple flannel boards, how to use the materials that stick to them, and how to work with flannel boards in many classroom situations from kindergarten through college.

### "Hi Neighbor" Materials Offered

Through a book and a record, the folklore and children's activities of other lands can be brought to life in our classrooms. The U.S. Committee for UNICEF has developed "Hi Neighbor" materials again this year; further information is available from the committee at P.O. Box 1618, Church Street Station, New York 8.

The book contains 64 pages of activities, including folk tales and songs; crafts; games; and information about dress, flags, festivals, etc., in the five countries for this year's program—Indonesia, Italy, Lebanon, Paraguay, and Uganda. On one side of the long-playing record are songs for listening; the second side has folk dances with accompanying instructions. The book sells for \$1, and the record is \$3.—Illinois Education



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